



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2006**

**Grade 8
Reading**

Reading

The protesters gathered in a band in front of city hall.

- ❶ Which sentence uses the word band as it is used in the box?
- A. I heard the band play in the park.
 - B. She wore a wedding band to the event.
 - C. A large band of employees demanded a raise.
 - D. Please place a band of ribbon around the gift.

The owners decided to raze the crumbling building and to construct another one in its place.

- ❷ What does the word raze mean as it is used in the box?
- A. build up
 - B. tear down
 - C. hold within limits
 - D. reclaim what is lost

Years ago, towns had an interesting way of handling stray animals. Read this passage and then answer the questions that follow.

Town Animal Pounds

William F. Robinson

In early colonial days, each New England village was grouped around a central green, or “common,” and there was little problem with grazing animals. Each morning, the livestock would be let out of their pens onto the common, where they spent the day.

As the population grew, and farms sprang up farther away from the common, problems developed. The livestock was let loose each day to graze wherever it wished, and often it wished to be in another farmer’s crops. By the early 1700s the courts were clogged with innumerable animal damage suits and countersuits.

To relieve the problem, towns began constructing municipal corrals of wood or stone, the town pounds. Any pig, goose, sow, sheep, goat, or horse caught straying was brought to the pound and held until a fine was paid. The pound was usually located just outside the village, close enough for convenience, but far enough away to keep the animals within from being a nuisance.

One of the earliest stone pounds was built in Durham, New Hampshire in 1705, seventy years after the town’s founding, and in appearance it is similar to most pounds. A rectangle 25 by 40 feet, it has chest-high granite walls. The stones here were cut to fit, but many other pounds simply piled odd-sized stones into a wall. A town’s prosperity had a direct bearing on the size and quality of its pound. Some had low walls thrown together haphazardly; others, like the giant pound that still stands in Richmond, Rhode Island, were

giant fortifications over eight feet high. The gates ranged from hinged doors to a few boards held up by a pole wedged against them. The pounds were usually square or rectangular, but sometimes the towns ordered them to be built in other shapes. The Jefferson, Maine and Leverett, Massachusetts pounds are circular, and the Chepachet, Rhode Island pound is trapezoidal, to fit between two roads near their junction. A few, like the old pound in Foster Center, Rhode Island, had brooks running through for watering the animals. Usually a townsman built the pound after a vote at the town meeting sanctioned its construction.

- 5** *March 3, 1806, Whitingham, Vermont. Voted to build a Pound of Stone in the following dimensions: 30 feet Squair Within the Walls, the Walls to be six feet high four feet thick at the bottom two feet thick on the top frame together with a Stone Post to Hang the Door or gate on with a hole drilled in the Said Post for the Hinges to be set in, Said Pound to be Completed by the first Day of July next, Said Walls to be Handsomely faced on the inside and Decently faced on the outside to the acceptance of the Select Men.*

The bill for this pound came to \$34.98.

The specifications for a pound built in 1671 at Scituate, Massachusetts were much simpler: the town required it to be “horse high, bull strong, and hog tight.”

3 The word innumerable means

- A. countless.
- B. serious.
- C. measured.
- D. ridiculous.

4 Town animal pounds were usually located

- A. on the edge of a common field.
- B. inside the village square.
- C. on the outskirts of the largest farm.
- D. outside of the village.

5 The stone walls of the pound in Durham were constructed by

- A. piling stones to form a wall.
- B. cutting stones to fit.
- C. building in the shape of a trapezoid.
- D. wedging a pole between boards.

6 The **main** purpose of paragraph 5 is to

- A. illustrate the need for town animal pounds.
- B. provide an example of a construction plan.
- C. show how different an animal pound can be.
- D. entertain the reader with a local story.

7 Explain how town animal pounds differed from one another. Use specific information from the passage to support your answer.

Read these two poems by Brod Bagert and then answer the questions that follow.

Progress

Great-grandpa had a gramophone
That weighed a hundred pounds,

Granddad had a hi-fi
That stood four feet off the ground,

5 Papa had components
Stacked in stages like a rocket,

And me . . .
I've got a Walkman
I can fit inside my pocket.

—Brod Bagert

A New Age

I asked the old jazzman:

WHAT INSTRUMENT SHOULD I LEARN TO PLAY
THE TROMBONE . . . ?

OR THE SAXOPHONE . . . ?

5 THE LEAD GUITAR OR BASS . . . ?

But the jazzman kinda shook his head,

Then he made a funny face and said:

CHILD . . . I'M GONNA MAKE YOU WISE,
YOU YOUNG CATS GOT TO REALIZE

10 THAT MUSIC SOUND DONE DIGITIZED
AND EVERYTHING IS SYNTHESIZED.

IF YOU WANT TO GET A GIG
THAT AIN'T GONNA GO AWAY,

15 A MULTI-MEDIA COMPUTER
IS THE INSTRUMENT TO PLAY.

—Brod Bagert

8 According to the poem “Progress,” musical equipment has become

- A. cheaper.
- B. louder.
- C. heavier.
- D. smaller.

9 In “A New Age,” lines 2 through 5 and lines 8 through 15 are capitalized to

- A. indicate speech.
- B. stress grammar.
- C. introduce new music.
- D. show rhyme scheme.

10 Why does the jazzman recommend using a multi-media computer to new musicians?

- A. It is easier to learn than other instruments.
- B. It is a new instrument that is popular.
- C. It is less expensive than buying other instruments.
- D. It is the easiest instrument to bring to concerts.

11 In the word multi-media, the prefix *multi* means

- A. large.
- B. open to choice.
- C. electronic.
- D. more than one.

12 Explain how the title of each poem shows the author’s message. Use details from each poem to support your answer.

Acknowledgments

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“Town Animal Pounds” (p. 2) from *Abandoned New England* by William F. Robinson. Published by Little, Brown and Company. Copyright © 1976 by William F. Robinson.

“Progress” and “A New Age” (p. 4) by Brod Bagert from *Poems that Sing to You*, selected by Michael R. Strickland. Published by Boyds Mills Press. Copyright © 1993 by Michael R. Strickland.

Grade 8 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	WV	II	II	II	II	LI	LA	LA	WV	LA
GLE Code	7-3	7-2	7-2	7-7	7-7	7-7	7-7	7-4	7-6	7-5	7-2	7-6
Depth of Knowledge Code	2	2	1	1	1	2	3	2	2	2	1	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	B	A	D	B	B		D	A	B	D	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, SA = Short Answer, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2006**

**Grade 8
Reading**

**NECAP 2006 RELEASED ITEMS
GRADE 8 READING**

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

The protesters gathered in a band in front of city hall.

- ❶ Which sentence uses the word band as it is used in the box?
- A. I heard the band play in the park.
 - B. She wore a wedding band to the event.
 - C. A large band of employees demanded a raise.
 - D. Please place a band of ribbon around the gift.

7.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge)

The owners decided to raze the crumbling building and to construct another one in its place.

- ❷ What does the word raze mean as it is used in the box?
- A. build up
 - B. tear down
 - C. hold within limits
 - D. reclaim what is lost

Town Animal Pounds

Informational Text

7.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge)

3 The word innumerable means

- A. countless.
- B. serious.
- C. measured.
- D. ridiculous.

7.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions, to state the main/central ideas, or to provide supporting details

4 Town animal pounds were usually located

- A. on the edge of a common field.
- B. inside the village square.
- C. on the outskirts of the largest farm.
- D. outside of the village.

Town Animal Pounds

Informational Text

7.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions, to state the main/central ideas, or to provide supporting details

- 5 The stone walls of the pound in Durham were constructed by
- A. piling stones to form a wall.
 - B. cutting stones to fit.
 - C. building in the shape of a trapezoid.
 - D. wedging a pole between boards.

7.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 6 The **main** purpose of paragraph 5 is to
- A. illustrate the need for town animal pounds.
 - B. provide an example of a construction plan.
 - C. show how different an animal pound can be.
 - D. entertain the reader with a local story.

Town Animal Pounds

Informational Text

7.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

- 7** Explain how town animal pounds differed from one another. Use specific information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how town animal pounds differed from one another. Response includes relevant and specific information from the passage.
3	Response provides an explanation of how town animal pounds differed from one another. Response includes some information from the passage.
2	Response provides a partial explanation of how town animal pounds differed from one another. Response uses limited information from the passage.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

- Wealthy towns had larger and better-built pounds than poorer towns.
- Some town pounds cut the stones to fit when building. Others piled odd-shaped stones to make the walls.
- Some had low walls that were sloppily put together. Others had very tall, well-fortified walls.
- Some pounds had gates with hinged doors. Others just used a few boards and a pole to form the door.
- Most pounds were in the shape of a rectangle or square, but others were in different geometric shapes such as a trapezoid.
- Some had a source of water for the animals, and others did not.

SCORE POINT 4

There were many differences between pounds in early colonial day. Most pounds had a rectangular shape with 25 feet in width, and 40 feet in length. The height of the walls were about "chest-height," so they would probably be about 4 feet high. The stones of the walls were cut to fit, but many other pound walls were made of odd-sized stones crammed into a wall. A town that was more successful usually had bigger, and stronger pounds than other towns that were least successful. Some pounds had low walls that were thrown together haphazardly. Others, like the pound in Richmond, RI, stand at 8 feet tall. The gates of pounds ranged from hinged doors, to a few boards supported by a pole. Usually a pound would be in a shape of a square, or rectangle. But sometimes they were forced to be made into different shapes that were circular or trapezoidal. A few pounds even had a brook running through them for the animals to be properly hydrated while staying within the walls.

Response provides a thorough explanation of how town animal pounds differed from one another and includes relevant information from the passage.

SCORE POINT 3

The pounds were different because towns that had more money had nicer pounds. Also if the town was richer the pound would be built and constructed a lot better! Some of the differences were the size and materials used to build them. For example a rich town would have cut rock blocks to fit and be large. The a poor town would have just rocks stacked on top of each other and might be small and not very well built. Also later pounds were built in different shapes. Some were round some were square or rectangle and even a couple were trapezoids. So these pounds are different from one another.

Response provides an explanation of how town animal pounds differed from one another and includes some information from the passage.

NECAP 2006 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 2

Town pound differed in many ways from one another. For instense some pounds had streams running through them to give the animals water. They also come in different sizes and shaps. Like the one in Chepachot is tryagle and seperates two streets and the more money the town had the better the pounds were.

Response provides a partial explanation of how town animal pounds differed from one another and uses limited information from the passage.

NECAP 2006 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 1

There differed by the length And size.

Response is minimal.

SCORE POINT 0

Town animal pounds differed from one another because of the different animals. The more one animal could do for you the more pounds it would be.

Response is irrelevant.

Progress and A New Age Literary Texts

7.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 8 According to the poem “Progress,” musical equipment has become
- A. cheaper.
 - B. louder.
 - C. heavier.
 - D. smaller.

7.6.1 Analyze and interpret author’s craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, personification) to analyze literary works

- 9 In “A New Age,” lines 2 through 5 and lines 8 through 15 are capitalized to
- A. indicate speech.
 - B. stress grammar.
 - C. introduce new music.
 - D. show rhyme scheme.

Progress and A New Age Literary Texts

7.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 10 Why does the jazzman recommend using a multi-media computer to new musicians?
- A. It is easier to learn than other instruments.
 - B. It is a new instrument that is popular.
 - C. It is less expensive than buying other instruments.
 - D. It is the easiest instrument to bring to concerts.

7.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge)

- 11 In the word multi-media, the prefix *multi* means
- A. large.
 - B. open to choice.
 - C. electronic.
 - D. more than one.

Progress and A New Age Literary Texts

7.6.1 Analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, personification) to analyze literary works

- 12 Explain how the title of each poem shows the author's message. Use details from each poem to support your answer.

**NECAP 2006 RELEASED ITEMS
GRADE 8 READING**

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the title of each poem shows the author's message. Response includes relevant details from each poem.
3	Response provides an explanation of how the title of each poem shows the author's message. Response includes some details from the poems.
2	Response provides a partial explanation of how the title of each poem shows the author's message. Response uses limited details from the poems. OR Response provides an explanation of the title of one poem.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Progress:

- Music players have changed over time.
- The change has meant that music players that were once very heavy and large are now able to fit in a pocket.
- This change to smaller, portable music players is considered progress.

A New Age:

- A young musician is asking an older musician about instruments.
- The older jazzman recommends a multi-media computer rather than a guitar.
- The jazzman is describing a new age (i.e., the changes).

SCORE POINT 4

The titles "Progress" and "A New Age" clearly inform the reader of the author's message. In "Progress" the poem goes through four generations and states how they listened to music. Each person's form of a music player is smaller and more advanced than the previous person's music player. The poem shows how progress has been made throughout the years in technology, as is stated in the title. In "A New Age" the author shows how music is now digitalized instead of played. The old jazzman tells the boy to buy a multi-media computer instead of an instrument, because it would be of more use to him for a longer time. The titles hint to the reader that "A New Age" is about new forms of technology, and the disappearance of what used to be. The titles in both poems tell the reader of the author's message before the reader has started reading the poems.

Response provides a thorough explanation of how the title of each poem shows the author's message and includes relevant details from each poem.

NECAP 2006 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 3

The title for the poem "Progress" really fits what the poem is about. In the beginning, the author describes how, a long time ago, how things were big and heavy. Then they get smaller, such as a hi-fi. Now, we have walkman that are so small we can fit it in our pockets.

Also, in the poem "A New Age", the title works out great. The jazzman talks to a kid about how now that computers are made, you can do anything. There is no need to play an instrument, a computer can be used for that.

Response provides an explanation of how the title of each poem shows the author's message and includes some details from the poems.

NECAP 2006 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 2

The Poem "Progress" is showing the progress of technology. From a 100 lbs to a Walkman that fits in someone's pocket is a huge advancement in technology.

In the Poem The New Age a person said "That music sound is Digitized". That means every thing is synthesized now, Nothing's real.

Response provides a partial explanation of how the title of each poem shows the author's message using limited details from the poems.

NECAP 2006 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 1

the title Progress means
evolutionized music players

A new age means things
are different now then they
were.

Response is vague.

SCORE POINT 0

progress is getting Farther. New age is
a new 1,000 years.

Response is irrelevant.